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| **Grade: Six** | **Session Twenty-two** |
| **Materials Needed: composition notebook** for each scholar and mentor, two pocket folder for each scholar,Mandeep Chahal’s speech at the U.S. Capitol,”,mentor toolbox | **Focus: One Topic; Different Texts: Reviewing skills using a variety of genres connected to the same text.** |

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| **Lesson Title: Labels, Labels, Labels--Continued** |

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| **Before the Lesson:**  **Step One**: **Write Into the Lesson**: *To start each session together, we are going to engage in a quickwrite. This means that I will set the timer for 3 minutes and you will write whatever comes to mind about the topic (***which will also be a quote connected to our SHINING star theme***)for the entire three minutes. It is important that you challenge yourself to write for the entire time! I will write along with you! Here’s today’s quote:*    ***“...cause there’s a spark in you. You just gotta ignite the light. And let it shine.”***  **(It might be necessary for you to explain the quote to the scholar. It is important that you make sure that he/she knows what the quote is about. By doing so, it will allow the scholar to write about the quote with ease.) Set the timer for 3 minutes and allow the scholar time to talk. It might be a challenge for the scholar to write for the entire time. Gently encourage him or her to “keep thinking and keep writing”. It is highly recommended that you write along with the scholar. He/she needs to see you engage in this process as well.)**  *O.k, scholar. Let’s hear what you have to say about today’s quote.* **(Allow scholar time to read his/her response.)**  **Step Two:**  *Last week, we began our discussion on the topic of LABELS by “reading” images and by reading and annotating a poem. Today we will continue the lesson using a different genre of text--a speech. This is a speech of a college student in fear of being deported. Because this is a long text, we need to chunk the text so that we don’t get “lost” while reading.* ***(Guide students through the numbering of paragraphs and the chunking of the text.)*** *Now that you’ve chunked the text, you are reading to read--with a purpose, of course. I want you to be on the lookout for the problems this teenager faced because of the LABELS people had of him and the actions the teenager and others did to solve the problems he faced.* **(Pass out a copy of the speech and allow scholar(s) time to read it. After time, allow scholar(s) to discuss the speech. You can open up the discussion with the simple question,** *“Thoughts?***”) You could ask questions such as: Why do we label and stereotype people? Why is it dangerous to label people? What are some effects of stereotypes/labels? Is it ever o.k. to stereotype others?)**  **Step Three: Speaker’s Claim:** M*andeep Chahal made some specific claims in his speech. Does anyone remember or know what the words claim or author’s claim mean? Great. What are some of the claims he makes in his speech?* **(The main claims are made towards the end of the speech.)** *What do you think his main claim was?* *How does Mandeep support his claims? What evidence does he use to back up his claim?*  **Step Four: If time allows, you can show scholars the video of Mandeep giving his speech.** [**http://weareamericastories.org/videos/mandeep-chahal-dreamer-calls-on-president-obama-and**](http://weareamericastories.org/videos/mandeep-chahal-dreamer-calls-on-president-obama-and)**-congress-to-bring-relief-to-undocumented-youth/** |
| **Closure**:  *I’ve enjoyed our time together and I’m already looking forward to next week! You did an amazing job today*. **(Please give specific feedback at this point.) Possible feedback starters: I liked the way you\_\_\_\_\_\_\_\_\_. or I was impressed when you\_\_\_\_\_\_\_\_\_\_\_.** *What comments or questions do you have for me?* **Answer the questions, if you are able and/or willing to do so. End the session with a handshake and the comment, “*continue to be a SHINING star today*!”**  **(Scholars should keep all handouts referenced today in their two pocket folder.)** |
| **After Session:** Before you leave please fill out the Teacher/Mentor Communication Log, check the school calendar for potential conflicting and upcoming events, check your personal calendar to make sure you will be able to return when you told the scholar you would, as the scholar will be looking forward to seeing you, and share any questions or concerns with a school employee—teacher, counselor, principal, etc.—before leaving the building. Thank you for sharing your time and talent! |